



Conway Middle

1104 Elm Street
Conway, SC 29526

| | | |
|-----------------------|----------------------|--------------|
| Grades | 6-8 Middle School | |
| Enrollment | 652 Students | |
| Principal | Mary Clark | 843-488-6040 |
| Superintendent | Dr. Cynthia Elsberry | 843-488-6700 |
| Board Chair | Will Garland | 843-358-8002 |

THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

| Year | Absolute Rating | Growth Rating |
|-------------|----------------------|----------------|
| 2008 | Below Average | At-Risk |
| 2007 | Below Average | At-Risk |
| 2006 | Average | Below Average |
| 2005 | Average | At-Risk |
| 2004 | Average | At-Risk |

DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating

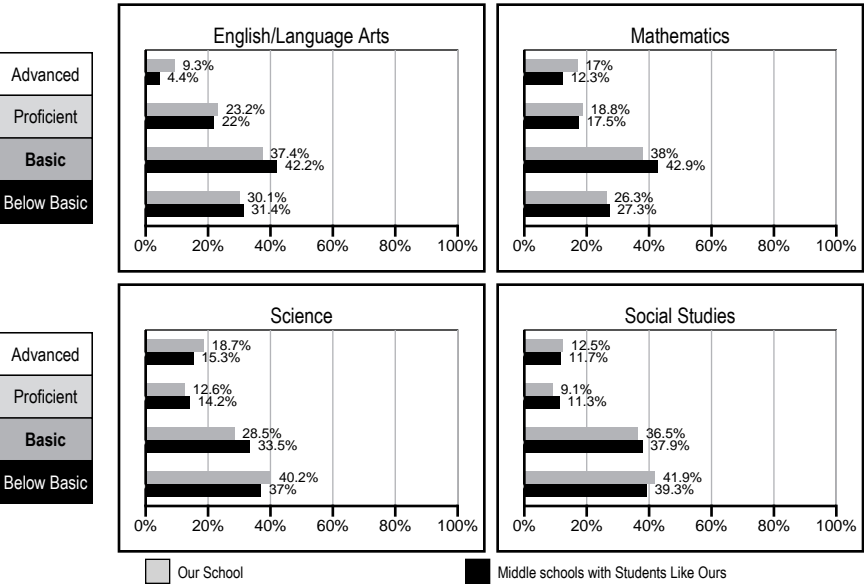
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 97.1%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

| Excellent | Good | Average | Below Average | At-Risk |
|-----------|------|---------|---------------|---------|
| 0 | 0 | 12 | 31 | 5 |

* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



* Middle schools with Students Like Ours are Middle schools with Poverty indices of no more than 5% above or below the index for the School.

Definition of Critical Terms

| | |
|-------------|---|
| Advanced | Exceeded expectations, Very high score, very well prepared to work at next grade level |
| Proficient | Met expectations, Well prepared to work at next grade level |
| Basic | Met standards, Minimally prepared, can go to next grade level |
| Below Basic | Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level |

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

End of Course Tests

| Percent of tests with scores of 70 or above on: | Our Middle School | Middle Schools with Students Like Ours* |
|---|-------------------|---|
| Algebra 1/Math for the Technologies 2 | 96.1 | 96.7 |
| English 1 | 90.9 | 94.6 |
| Physical Science | 0 | 76.9 |
| All Subjects | 95.4 | 95.5 |

School Profile

| | Our School | Change from Last Year | Middle Schools with Students Like Ours | Median Middle School |
|--|------------|-----------------------|--|----------------------|
| Students (n=652) | | | | |
| Students enrolled in high school credit courses (grades 7 & 8) | 45.3% | Down from 50.5% | 19.8% | 19.4% |
| Retention rate | 0.9% | Up from 0.5% | 1.5% | 1.8% |
| Attendance rate | 98.9% | Down from 99.7% | 95.9% | 95.8% |
| Eligible for gifted and talented | 21.2% | Down from 26.2% | 16.9% | 15.3% |
| With disabilities other than speech | 15.6% | Up from 14.9% | 14.2% | 12.9% |
| Older than usual for grade | 1.4% | Up from 0.9% | 3.1% | 3.0% |
| Out-of-school suspensions or expulsions for violent &/or criminal offenses | 3.5% | Down from 8.1% | 0.6% | 0.7% |
| Annual dropout rate | 0.0% | No Change | 0.0% | 0.0% |
| Teachers (n=40) | | | | |
| Teachers with advanced degrees | 52.5% | Down from 54.1% | 53.3% | 55.0% |
| Continuing contract teachers | 65.0% | Down from 73.0% | 73.5% | 70.6% |
| Teachers with emergency or provisional certificates | 3.1% | Down from 3.2% | 5.3% | 5.4% |
| Teachers returning from previous year | 87.3% | Up from 83.3% | 84.4% | 83.4% |
| Teacher attendance rate | 94.2% | Down from 96.1% | 94.9% | 94.9% |
| Average teacher salary | \$49,113 | Up 4.2% | \$44,194 | \$44,706 |
| Professional development days/teacher | 14.5 days | Down from 20.5 days | 11.5 days | 11.8 days |
| School | | | | |
| Principal's years at school | 2.0 | Up from 1.0 | 3.0 | 3.0 |
| Student-teacher ratio in core subjects | 22.9 to 1 | Up from 22.1 to 1 | 19.6 to 1 | 20.1 to 1 |
| Prime instructional time | 91.1% | Down from 94.4% | 89.3% | 89.3% |
| Opportunities in the arts | Excellent | No Change | Good | Good |
| SACS accreditation | Yes | No Change | Yes | Yes |
| Parents attending conferences | 91.9% | Down from 94.8% | 97.6% | 98.0% |
| Character development program | Good | No Change | Good | Good |
| Dollars spent per pupil* | \$7,997 | Up 14.7% | \$6,993 | \$7,097 |
| Percent of expenditures for instruction* | 63.7% | Down from 64.8% | 64.4% | 64.4% |
| Percent of expenditures for teacher salaries* | 59.4% | Down from 61.6% | 60.0% | 59.4% |

* Prior year audited financial data are reported.

Report of Principal and School Improvement Council

Conway Middle School achieved a number of successes during the 2007-2008 school year. A few of the many accomplishments follow. Seven students were recognized as Junior Scholars. Three students were recognized as Duke Tip Scholars. Twelve students were selected for All-County Chorus. Four students were chosen to participate in the Summer Arts Program at Coastal Carolina University. One student represented our school at the state level in the Geography Bee. One student received the Governor's Citizenship Award. One student was a district winner for the Horry County Soil and Water Essay Contest. Our chorus and Builders club raised over \$1,500 for the March of Dimes. Our chorus sang at the Carolina Opry in Myrtle Beach in November. One student was recognized at the state level as the SC Recycling Student of the Year. One teacher was recognized at the state level as the SC Recycling Teacher of the Year. Six students placed at the state level in the stock market games sponsored by the South Carolina Economics Council.

Although Conway Middle had a number of successes, we still face challenges. We must continue to strive to increase levels of student achievement. We must try to increase the number of students who meet proficiency standards and continue to narrow the achievement gap for at-risk students. To aid in our efforts, we focused on data from our school report card and MAP. We used this to drive the instruction in our classrooms as well as to plan for staff development. We implemented Literacy First Strategies to promote comprehension to include basic signal words, explicit vocabulary instruction, questioning strategies, and monitored independent reading. We developed benchmark assessments and used the information to help us align our curriculum.

We continued our implementation of PBIS (Positive Behavior Intervention System) at our school. We developed quarterly reward field trips for students without referrals and we continued to give out incentives on a daily basis so that students could collect them to enter drawings or "buy" privileges available in classrooms and across the school.

Conway Middle School continues to enjoy the support of an active PTO and School Improvement Council. Teachers, administrators, parents, and community members will continue to work together to ensure the best learning environment possible for our students.

Mary Parler Clark, Principal, 2007-2008
Terri Butler, School Improvement Council Chairperson

Evaluations by Teachers, Students and Parents

| | Teachers | Students* | Parents* |
|--|-----------------|------------------|-----------------|
| Number of surveys returned | 38 | 192 | 75 |
| Percent satisfied with learning environment | 60.5% | 56.0% | 60.8% |
| Percent satisfied with social and physical environment | 63.2% | 63.9% | 55.4% |
| Percent satisfied with school-home relations | 63.2% | 72.8% | 63.5% |

* Only students at the highest middle school grade level and their parents were included.

School Adequate Yearly Progress

NO

This school met 14 out of 21 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

* Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

| School Improvement Key | |
|------------------------|---|
| NI | Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice. |
| CSI | Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services. |
| CA | Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action. |
| RP | Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan. |
| R | Restructure-The school missed AYP after two years of corrective action. Sanction: Implement the restructuring plan. |
| DELAY | The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay." |
| HOLD | The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold." |

Teacher Quality and Student Attendance

| | Our District | State |
|---|--------------|-------|
| Classes in low poverty schools not taught by highly qualified teachers | 3.0% | 1.8% |
| Classes in high poverty schools not taught by highly qualified teachers | 0.9% | 6.8% |

| | Our School | State Objective | Met State Objective |
|---|------------|-----------------|---------------------|
| Classes not taught by highly qualified teachers | 6.2% | 0.0% | No |
| Student attendance rate | 98.9% | 94.0% | Yes |

* Or greater than last year

Abbreviations for Missing Data

| PACT Performance By Group | | | | | | | | | | | |
|---|-------------------------------|----------|---------------|---------|--------------|------------|-----------------------------------|-------------------------------------|----------------------------------|---------------------------|-----------------------------|
| | Enrollment 1st Day of Testing | % Tested | % Below Basic | % Basic | % Proficient | % Advanced | School % Proficient and Advanced* | District % Proficient and Advanced* | State % Proficient and Advanced* | Performance Objective Met | Participation Objective Met |
| English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced) | | | | | | | | | | | |
| All Students | 636 | 99.8 | 30.2 | 37.3 | 23.1 | 9.3 | 43.9 | 57.2 | 48.2 | No | Yes |
| Gender | | | | | | | | | | | |
| Male | 314 | 99.7 | 36.8 | 41.3 | 16.3 | 5.6 | 35.8 | 50.3 | 41.7 | N/A | N/A |
| Female | 322 | 100 | 24 | 33.6 | 29.6 | 12.8 | 51.6 | 64.4 | 55 | N/A | N/A |
| Racial/Ethnic Group | | | | | | | | | | | |
| White | 384 | 100 | 19.6 | 37.5 | 30.3 | 12.6 | 55.5 | 65.4 | 60 | Yes | Yes |
| African American | 217 | 100 | 45.4 | 38.2 | 13.5 | 2.9 | 25.1 | 34.7 | 31.7 | No | Yes |
| Asian/Pacific Islander | 4 | I/S | I/S | I/S | I/S | I/S | I/S | 73 | 70.4 | I/S | I/S |
| Hispanic | 27 | 96.3 | 50 | 35 | 5 | 10 | 35 | 43.1 | 38.4 | I/S | I/S |
| American Indian/Alaskan | 1 | I/S | I/S | I/S | I/S | I/S | I/S | 47 | 47 | I/S | I/S |
| Disability Status | | | | | | | | | | | |
| Disabled | 103 | 100 | 76.9 | 18.7 | 2.2 | 2.2 | 6.6 | 21.7 | 16 | No | Yes |
| Migrant Status | | | | | | | | | | | |
| Migrant | N/A | I/S | I/S | I/S | I/S | I/S | I/S | N/A | 38.1 | N/A | N/A |
| English Proficiency | | | | | | | | | | | |
| Limited English Proficient | 20 | 95 | 57.1 | 28.6 | 7.1 | 7.1 | 28.6 | 39.1 | 36.9 | I/S | I/S |
| Socio-Economic Status | | | | | | | | | | | |
| Subsided meals | 407 | 99.8 | 40.5 | 40.5 | 14.1 | 4.9 | 30.8 | 44.9 | 34 | No | Yes |
| Mathematics - State Performance Objective = 57.8% (Proficient and Advanced) | | | | | | | | | | | |
| All Students | 636 | 100 | 26.5 | 38.9 | 18.4 | 16.2 | 45.8 | 56.4 | 45.8 | Yes | Yes |
| Gender | | | | | | | | | | | |
| Male | 314 | 100 | 29.2 | 37.2 | 18.4 | 15.3 | 44.4 | 55.9 | 45.6 | N/A | N/A |
| Female | 322 | 100 | 24 | 40.5 | 18.4 | 17.1 | 47 | 57 | 45.9 | N/A | N/A |
| Racial/Ethnic Group | | | | | | | | | | | |
| White | 384 | 100 | 17.4 | 38.9 | 21.8 | 21.8 | 54.6 | 65.2 | 59 | Yes | Yes |
| African American | 217 | 100 | 39.6 | 40.6 | 13 | 6.8 | 30.9 | 31.6 | 26.9 | No | Yes |
| Asian/Pacific Islander | 4 | I/S | I/S | I/S | I/S | I/S | I/S | 75 | 71.3 | I/S | I/S |
| Hispanic | 27 | 100 | 45 | 25 | 20 | 10 | 50 | 42.6 | 38.1 | I/S | I/S |
| American Indian/Alaskan | 1 | I/S | I/S | I/S | I/S | I/S | I/S | 48.5 | 46.2 | I/S | I/S |
| Disability Status | | | | | | | | | | | |
| Disabled | 103 | 100 | 60.4 | 27.5 | 8.8 | 3.3 | 14.3 | 20.8 | 17.1 | No | Yes |
| Migrant Status | | | | | | | | | | | |
| Migrant | N/A | I/S | I/S | I/S | I/S | I/S | I/S | N/A | 32.5 | N/A | N/A |
| English Proficiency | | | | | | | | | | | |
| Limited English Proficient | 20 | 100 | 50 | 21.4 | 21.4 | 7.1 | 50 | 41 | 38.7 | I/S | I/S |
| Socio-Economic Status | | | | | | | | | | | |
| Subsided meals | 407 | 100 | 34.6 | 40.8 | 14.6 | 10 | 34.3 | 43.9 | 31.4 | No | Yes |

* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

PACT Performance By Group

| | Enrollment 1st Day of Testing | % Tested | % Below Basic | % Basic | % Proficient | % Advanced | School % Proficient and Advanced* | District % Proficient and Advanced* | State % Proficient and Advanced* | School Attendance Rate | District Attendance Rate |
|----------------------------|-------------------------------|----------|---------------|---------|--------------|------------|-----------------------------------|-------------------------------------|----------------------------------|------------------------|--------------------------|
| Science | | | | | | | | | | | |
| All Students | 430 | 100 | 39.5 | 28.5 | 12.8 | 19.1 | 32 | 41.4 | 35.7 | 98.9 | 96.3 |
| Gender | | | | | | | | | | | |
| Male | 217 | 100 | 36.9 | 26.3 | 13.1 | 23.7 | 36.9 | 43.8 | 37.4 | 98.8 | 96.2 |
| Female | 213 | 100 | 42.2 | 30.7 | 12.6 | 14.6 | 27.1 | 39 | 33.8 | 99.1 | 96.4 |
| Racial/Ethnic Group | | | | | | | | | | | |
| White | 255 | 100 | 28.4 | 30.9 | 15.3 | 25.4 | 40.7 | 50.4 | 49.2 | 99 | 96.1 |
| African American | 149 | 100 | 57.7 | 26.8 | 8.5 | 7 | 15.5 | 16.7 | 17 | 98.8 | 96.7 |
| Asian/Pacific Islander | 4 | I/S | I/S | I/S | I/S | I/S | I/S | 63.8 | 58 | 99.9 | 97.4 |
| Hispanic | 18 | 100 | 36.4 | 9.1 | 18.2 | 36.4 | 54.5 | 26.2 | 24.9 | 98.4 | 96.8 |
| American Indian/Alaskan | 1 | I/S | I/S | I/S | I/S | I/S | I/S | 28.3 | 37.4 | 99.9 | 95.5 |
| Disability Status | | | | | | | | | | | |
| Disabled | 71 | 100 | 77.4 | 8.1 | 9.7 | 4.8 | 14.5 | 15.2 | 14 | 98.4 | 95.7 |
| Migrant Status | | | | | | | | | | | |
| Migrant | N/A | I/S | I/S | I/S | I/S | I/S | I/S | N/A | 21.9 | N/A | 99.4 |
| English Proficiency | | | | | | | | | | | |
| Limited English Proficient | 14 | 100 | 50 | 12.5 | 0 | 37.5 | 37.5 | 22.7 | 24.4 | 98.5 | 97 |
| Socio-Economic Status | | | | | | | | | | | |
| Subsidized meals | 283 | 100 | 49.2 | 28.7 | 12.6 | 9.4 | 22 | 28.8 | 21.1 | 98.7 | 96 |
| Social Studies | | | | | | | | | | | |
| All Students | 417 | 99.8 | 41.6 | 36.7 | 9.3 | 12.4 | 21.7 | 41.6 | 34 | 98.9 | 96.3 |
| Gender | | | | | | | | | | | |
| Male | 210 | 99.5 | 41.1 | 32.1 | 11.1 | 15.8 | 26.8 | 45.3 | 36.6 | 98.8 | 96.2 |
| Female | 207 | 100 | 42.1 | 41.1 | 7.6 | 9.1 | 16.8 | 37.8 | 31.3 | 99.1 | 96.4 |
| Racial/Ethnic Group | | | | | | | | | | | |
| White | 252 | 100 | 32.5 | 38.5 | 11.5 | 17.5 | 29.1 | 48.6 | 44.5 | 99 | 96.1 |
| African American | 138 | 100 | 54.5 | 35.6 | 6.1 | 3.8 | 9.8 | 20.7 | 19.1 | 98.8 | 96.7 |
| Asian/Pacific Islander | 2 | I/S | I/S | I/S | I/S | I/S | I/S | 57.2 | 58.9 | 99.9 | 97.4 |
| Hispanic | 22 | 95.5 | 56.3 | 25 | 6.3 | 12.5 | 18.8 | 33.9 | 27.5 | 98.4 | 96.8 |
| American Indian/Alaskan | 1 | I/S | I/S | I/S | I/S | I/S | I/S | 39.1 | 32.7 | 99.9 | 95.5 |
| Disability Status | | | | | | | | | | | |
| Disabled | 72 | 100 | 79.4 | 19 | 1.6 | 0 | 1.6 | 17.1 | 14.4 | 98.4 | 95.7 |
| Migrant Status | | | | | | | | | | | |
| Migrant | N/A | I/S | I/S | I/S | I/S | I/S | I/S | N/A | 22.6 | N/A | 99.4 |
| English Proficiency | | | | | | | | | | | |
| Limited English Proficient | 19 | 94.7 | 53.8 | 30.8 | 0 | 15.4 | 15.4 | 30.8 | 27.3 | 98.5 | 97 |
| Socio-Economic Status | | | | | | | | | | | |
| Subsidized meals | 263 | 99.6 | 51.5 | 36.8 | 5 | 6.7 | 11.7 | 29.8 | 21 | 98.7 | 96 |

* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PACT Performance By Grade Level

| | Grade | Enrollment 1st Day of Testing | % Tested | % Below Basic | % Basic | % Proficient | % Advanced | % Proficient and Advanced* |
|-----------------------|-------|-------------------------------|----------|---------------|---------|--------------|------------|----------------------------|
| English/Language Arts | | | | | | | | |
| 2007 | 3 | N/A | N/AV | N/AV | N/AV | N/AV | N/AV | N/AV |
| | 4 | N/A | N/AV | N/AV | N/AV | N/AV | N/AV | N/AV |
| | 5 | N/A | N/AV | N/AV | N/AV | N/AV | N/AV | N/AV |
| | 6 | 192 | 100 | 26.8 | 37.2 | 22.4 | 13.7 | 36.1 |
| | 7 | 200 | 100 | 35.5 | 38.7 | 22.6 | 3.2 | 25.8 |
| 2008 | 8 | 178 | 98.9 | 35.8 | 35.8 | 22.6 | 5.7 | 28.3 |
| | 3 | N/A | I/S | I/S | I/S | I/S | I/S | I/S |
| | 4 | N/A | I/S | I/S | I/S | I/S | I/S | I/S |
| | 5 | N/A | I/S | I/S | I/S | I/S | I/S | I/S |
| | 6 | 218 | 100 | 19.5 | 35.2 | 30.5 | 14.8 | 45.2 |
| 2008 | 7 | 211 | 99.5 | 35.4 | 35.9 | 20.8 | 7.8 | 28.6 |
| | 8 | 207 | 100 | 36.8 | 41.1 | 17.4 | 4.7 | 22.1 |
| Mathematics | | | | | | | | |
| 2007 | 3 | N/A | N/AV | N/AV | N/AV | N/AV | N/AV | N/AV |
| | 4 | N/A | N/AV | N/AV | N/AV | N/AV | N/AV | N/AV |
| | 5 | N/A | N/AV | N/AV | N/AV | N/AV | N/AV | N/AV |
| | 6 | 192 | 100 | 22.4 | 31.1 | 25.7 | 20.8 | 46.4 |
| | 7 | 200 | 100 | 23.7 | 38.2 | 20.4 | 17.7 | 38.2 |
| 2008 | 8 | 177 | 99.4 | 34.6 | 47.2 | 10.7 | 7.5 | 18.2 |
| | 3 | N/A | I/S | I/S | I/S | I/S | I/S | I/S |
| | 4 | N/A | I/S | I/S | I/S | I/S | I/S | I/S |
| | 5 | N/A | I/S | I/S | I/S | I/S | I/S | I/S |
| | 6 | 218 | 100 | 19.5 | 31 | 21.4 | 28.1 | 49.5 |
| 2008 | 7 | 211 | 100 | 26.6 | 39.6 | 19.8 | 14.1 | 33.9 |
| | 8 | 207 | 100 | 34.2 | 46.8 | 13.7 | 5.3 | 18.9 |
| Science | | | | | | | | |
| 2007 | 3 | N/A | N/AV | N/AV | N/AV | N/AV | N/AV | N/AV |
| | 4 | N/A | N/AV | N/AV | N/AV | N/AV | N/AV | N/AV |
| | 5 | N/A | N/AV | N/AV | N/AV | N/AV | N/AV | N/AV |
| | 6 | 97 | 100 | 45.6 | 28.9 | 12.2 | 13.3 | 25.6 |
| | 7 | 200 | 100 | 29.3 | 34.2 | 20.1 | 16.3 | 36.4 |
| 2008 | 8 | 92 | 98.9 | 40.3 | 35.1 | 13 | 11.7 | 24.7 |
| | 3 | N/A | I/S | I/S | I/S | I/S | I/S | I/S |
| | 4 | N/A | I/S | I/S | I/S | I/S | I/S | I/S |
| | 5 | N/A | I/S | I/S | I/S | I/S | I/S | I/S |
| | 6 | 111 | 100 | 47.2 | 27.8 | 13 | 12 | 25 |
| 2008 | 7 | 211 | 100 | 34.4 | 29.2 | 11.5 | 25 | 36.5 |
| | 8 | 108 | 100 | 41.2 | 27.8 | 15.5 | 15.5 | 30.9 |
| Social Studies | | | | | | | | |
| 2007 | 3 | N/A | N/AV | N/AV | N/AV | N/AV | N/AV | N/AV |
| | 4 | N/A | N/AV | N/AV | N/AV | N/AV | N/AV | N/AV |
| | 5 | N/A | N/AV | N/AV | N/AV | N/AV | N/AV | N/AV |
| | 6 | 97 | 100 | 26.4 | 52.7 | 13.2 | 7.7 | 20.9 |
| | 7 | 200 | 100 | 46.2 | 38.6 | 11.4 | 3.8 | 15.2 |
| 2008 | 8 | 87 | 100 | 48.8 | 42.5 | 6.3 | 2.5 | 8.8 |
| | 3 | N/A | I/S | I/S | I/S | I/S | I/S | I/S |
| | 4 | N/A | I/S | I/S | I/S | I/S | I/S | I/S |
| | 5 | N/A | I/S | I/S | I/S | I/S | I/S | I/S |
| | 6 | 107 | 100 | 23.5 | 52 | 14.7 | 9.8 | 24.5 |
| 2008 | 7 | 211 | 99.5 | 52.1 | 23.4 | 5.2 | 19.3 | 24.5 |
| | 8 | 99 | 100 | 39.8 | 47.3 | 11.8 | 1.1 | 12.9 |

Abbreviations for Missing Data

N/A—Not Applicable

N/AV—Not Available

N/C—Not Collected

N/R—Not Reported

I/S—Insufficient Sample